

A WOODWARD-GRANGER JUNIOR HIGH SCHOOL HANDBOOK

A Field Report
Presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
George A. Silberhorn, Jr.
August 1968

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A WOODWARD-GRANGER JUNIOR HIGH SCHOOL HANDBOOK

by

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CHAPTER I

INTRODUCTION

There exists a transitional period between a student's education in the elementary school and education in the senior high school. The junior high school student must not be expected to fend totally for himself in his new school environment. An effective orientation process of an effective guidance program will allow the new junior high school student to learn the many new features he will encounter during his years in the junior high school and will help to alleviate many of the difficulties encountered in making an adjustment. The school's student handbook is one effective employment that may be used as a portion of a well-organized orientation program in a school's guidance services. Preparation of the student handbook must be based on the knowledge of a need for guidance information on the part of the student body in a particular school and the knowledge of types of information which it should contain.¹

I. THE PROBLEM

Statement of the problem. It was the purpose of this

¹ Leslie L. Chisholm, Guiding Youth in the Secondary School (New York: American Book Company, 1945), p. 115.

study (1) to relate those methods involved in the preparation of a handbook for the Woodward-Granger Junior High School and (2) to prepare for submission a final draft of the prepared handbook to the Woodward-Granger Junior High School and to the Woodward-Granger Board of Education for final approval before publication of the handbook.

II. IMPORTANCE OF THE STUDY

Those pupils who arrive at the junior high school, a building different from the one with which they were familiar, are frequently subjected to a multiplicity of new experiences. In order that students may be better prepared for this change in their environment, guidance programs often times employ both class and extra-class methods of orientation.¹ The orientation program is a major part of a school's guidance services. The need in an orientation program has adequately been met when it reaches all students, and so that an effective understanding results. A student handbook distributed to all students in the Woodward-Granger Junior High School will aid in establishing such an effective understanding within an orientation program for the junior high school.

¹Harold F. Cottingham and William E. Hopke, Guidance in the Junior High School (Bloomington, Illinois: McKnight and McKnight Publishing Company, 1961), p. 215.

To the student who is new to the junior high school, a student handbook plays an important part in the days he spends in school. The transitional period through which a junior high school student goes is trying at times. The better the school's efforts in assisting the student in making for an easier transitional period, the more rewarding and beneficial the student's school life will be.

Chisholm said that since school conditions vary from school to school, the contents of the student handbook should be based upon the necessities of guidance information for a particular student body in a given school. The responsibility of preparing a student handbook should rest in the hands of someone trained in guidance.¹

The Woodward-Granger Junior High School is facing problems of increasing enrollment. Conditions are crowded. The curriculum has been planned so that all available space is used to its best advantage. Students are confronted with the problem of classes being shifted and classes being conducted in various areas of the building.

Previously there has been a great lack in the amount and methods of orientation for new junior high school students in the Woodward-Granger Community School District. There has been little if any dissemination of information

¹Chisholm, op. cit., pp. 113-116.

regarding what was to be expected of students in the areas of conduct and standards of quality of study to be pursued in school. There has been no reference as to the actual mechanics of the junior high school or what the student might expect from the administration and faculty, other than the information that has been acquired by the student from other students or what he could gather from asking questions of a faculty member. A student handbook for the students of Woodward-Granger Junior High School would help greatly in alleviating the inadequacies of the present orientation program.

III. PROCEDURE

The method employed by the writer in the development of the student handbook for the Woodward-Granger Junior High School was: (1) to make a review of literature pertinent to the subject of student handbooks so as to gather ideas concerning the purpose, development, and content of a student handbook; (2) to hold conferences with the principal of the school so as to gather general information regarding school policies; (3) to hold conferences with advisors and coaches of student activities and organizations so as to gather pertinent data on student activities and organizations; (4) to make a review of student handbooks from Iowa junior high schools in the area of the Woodward-Granger Community School

District so as to gather ideas concerning content and structure of the student handbook since, according to Chisholm,¹ valuable suggestions may be obtained from the handbooks of other schools;² and (5) to prepare the Woodward-Granger Junior High School Student Handbook.

¹Ibid., p. 115.

²Appendix C.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the limited amount of literature pertaining to the historical development of the handbook indicated that the handbook used today in junior high schools is a relatively new tool. This publication has for some time been established in colleges and universities, but only recently has it been published for use in junior and senior high schools. Business, industry, professions, and organizations have previously made effective use of handbooks to inform individuals on subjects relative to working conditions, planning, organizing, and understanding situations.

McKown has said that with the rapid growth of secondary schools and the ever increasing complexities of curriculum offerings and their organization and administration, there has come a real need for such a booklet. The demand for handbooks originated in large high schools, but it has spread to smaller secondary schools. In fact, McKown further stated that nearly all high schools, regardless of size, should issue handbooks.¹ The same should apply to junior high schools. Every school has its own traditions, regulations, procedures, and curricular and extracurricular

¹Harry C. McKown, Extracurricular Activities (New York: The Macmillan Company, 1959), p. 445.

activities. Students need to become acquainted with these, and the handbook will serve the purpose.

McKown illustrated the rapidity with which the handbook has developed.

In 1915 there were probably not more than a dozen or two of these books in existence, but Carver analyzed more than 400 printed handbooks in his study in 1934. There are now several times this number. Nearly all of these have appeared since World War I. The wide use made of handbooks and manuals during the war undoubtedly gave impetus to the development of the high-school handbook movement. It is not at all improbable that within a decade or two the handbook will be the most common of the school publications, and, quite probably, the most useful.¹

A student handbook is a school publication. It explains the administration, aims, functions, organization, and opportunities provided by a given school. Douglass expressed the view that student publications provide a most effective mode of encouraging school loyalty and also of combining school purpose and sentiment.²

The student handbook is growing in popularity and in importance. The handbook serves to supply for students, faculty, and parents information about school policies, curriculum, activities, and customs and traditions of the

¹Ibid., p. 446.

²Aubrey A. Douglass, Secondary Education (Boston: Houghton Mifflin Company, 1927), p. 628.

school.¹ It welcomes the student and helps him feel at home as soon as possible.

The new student enters a new world, and naturally he is tense with excitement. He needs to know about the school, and he needs to know what is expected of him. He needs to know teachers' names, rules, regulations, customs, traditions, the courses available, organizations to which he may belong, and other things. In short, McKown said he is ignorant, and his ignorance must be dispelled before he may become a citizen of the school.²

The main purpose of the student handbook is to hasten the adjustment of students new to the school. The handbook should provide concise and convenient information which will introduce him to and lead him toward becoming a real member of the student body. Any information which the student needs should be included in the handbook.³

While the student handbook is mainly designed for the new student, it is also quite valuable to the already established student. Some of the material will not immediately be needed by the new student. As time passes during the

¹Rudyard K. Bent and Lloyd E. McCann, Administration of Secondary Schools (New York: McGraw-Hill Book Company, Inc., 1960), p. 179.

²McKown, op. cit., p. 447.

³Paul W. Terry, Supervising Extracurricular Activities (New York: McGraw-Hill Book Company, Inc., 1930), p. 208.

school years, he may gain an interest in activities which previously had not appealed to him. A handbook, handy and concise, saves office personnel much time by answering the many puzzling questions which continually arise in the minds of all students. As to the value of a handbook, Terry said, "No means of disseminating large amounts of information throughout the school is more economical of time and money."¹

Terry stated further his views on the benefits that the handbook has to offer the established student. He said that the handbook is as valuable to the older pupil as it is to the newcomer. While the information contained within the publication is too great to memorize, all of it is needed at one particular time or another during the school year. The availability of convenient and reliable information in the handbook saves the school from the many difficulties caused by the circulation of gossip and rumor. Parents, too, find much interest in the handbook when they attempt to guide their children through school problems.²

In the continued study of literature the writer found that authorities in guidance agree that since no two handbooks are alike, they do not have the same contents. Information presented in the handbook should be unique and reflect the individuality of a particular school.

¹Ibid., p. 207.

²Ibid.

The contents of the handbook must be attractively presented. It should be interesting to the students who read and use it. Kaluger suggested the possible use of cartoons and quotations to add interest.¹

The organization of the handbook should be such that the student will have no difficulty in locating any desired information. McKown suggested that the organized handbook would follow some definite order and would contain these sections in classifying material: (1) General Introduction, (2) Program of Studies, (3) Organization of the School, (4) School Routine, and (5) Student Organizations. The order of appearance of the above sections may vary.² These topics with all necessary information gathered and grouped should appear in as logical an order as is possible and necessary for the particular handbook.

The handbook should be attractively covered. A favorable first impression of the booklet is important. Many have been bound in school colors.

The cost and financing of student handbooks vary with schools, depending on such items as size, number of pages, and number of copies. Some schools charge a small fee for the handbook while others ask for contributions. Often the

¹George Kaluger, "Developing an Informative Student Handbook," The Clearing House, XXIV (September, 1949), 17.

²McKown, op. cit., p. 455.

board of education assists in financing the publication and sometimes assumes the entire obligation. Probably the best method of financing the student handbook is to have it totally supported by the board of education. This publication is essential to the school.

Merely giving a student a handbook is not enough. There must be a provision for showing the student its usefulness. Every student must be allowed the opportunity of becoming familiar with the handbook. Affording the student this time to familiarize himself with the handbook and its contents will lead to the realization that a student handbook can be a most effective orientation device.

During the first days of the school year the homeroom may be the place where time would permit study and discussion of the handbook. This would aid in hastening the student's adjustment to the school.

A further review of literature was carried out in a careful survey of student handbooks which were gathered from junior high schools in Iowa. One method of acquiring helpful information in developing a student handbook was to study material contained in handbooks of other schools.¹ A random selection of fifteen junior high schools in the area of the Woodward-Granger Community School District was con-

¹Chisholm, op. cit., p. 115.

tacted through the mail and requested to forward a student handbook. Nine schools answered the request with handbooks, three schools reported they had no handbooks, and three did not reply.

The contents of the handbooks were reviewed and were found to contain information in the general areas of student activities, rules and regulations, curriculum, and general school information. Each handbook was unique. This supported previously reviewed literature.

The size of the handbooks reviewed varied also according to size and number of pages. However, whether the booklet was small or large, the general appearance, inside and out, indicated to the writer that the reviewed handbooks were easily read and were attractive. This also supported previously reviewed literature.

CHAPTER III

DEVELOPMENT OF THE HANDBOOK

The administrators and members of the Board of Education of the Woodward-Granger Community School District felt that a handbook for the junior high school would aid greatly in producing a better organized school and a better understanding of the school. The writer, too, felt this need and proceeded with previously discussed methods to prepare a student handbook for the Woodward-Granger Junior High School.

A constant goal in the Woodward-Granger Junior High School is to provide adequate orientation for all new members of the student body. One good method of providing adequate orientation for the new junior high school student is to supply him with a handbook. Because orientation programs should never be considered complete, and additions to the program should always be in order, the addition of a student handbook to the program seemed relevant. This addition would help to better the methods of orientation.

The writer initially made a perusal of information on handbooks applicable to the Woodward-Granger Junior High School and prepared a list of contents. Accurate and up-to-date information on each item to be included was obtained from reliable sources. General information regarding school

policies was gathered from conferences with the principal and from administrative files. The principal was contacted to check for accuracy on established school policies. Information concerning school activities and organizations was gathered from meetings with their supervisors and coaches.

Efforts were made to present the material in a clear and concise language that could be readily understood by the students who use the handbook.

The cost and financing of the handbook will be undertaken completely by the Board of Education. The Woodward-Granger School Board recognizes that the handbook is a legitimate school expense.

The writer has suggested to the administration and members of the school board that the cover for the booklet be of the folder type with fasteners. The handbook will be produced by mimeograph on regular notebook size paper. The advantage of this method is that when improvements and additions are necessary, the entire booklet will not need to be reprinted.

A final draft of the Woodward-Granger Junior High School Student Handbook was typed on regular size notebook paper, 8 $\frac{1}{2}$ inches x 11 inches, and it was presented to the superintendent. The superintendent checked the booklet for content and accuracy of information and presented it to the

Board of Education.

The Woodward-Granger Junior High School Student Handbook, as it will be presented to students on the first scheduled day of classes, August 28, 1968, appears in Appendix B.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

It was the purpose of this study to (1) relate those methods involved in the preparation of a handbook for the Woodward-Granger Junior High School and (2) to prepare for submission a final draft of the prepared handbook to the Woodward-Granger Board of Education for final approval before publication of the handbook.

The procedure employed in the development of this study was (1) a review of the literature on the subject of student handbooks to obtain ideas as to the best methods to pursue in preparing a student handbook, (2) conferences held with the principal and supervisors and coaches of student activities and organizations, (3) a review of handbooks so as to gather further ideas on content and organization, (4) the preparation of the student handbook for the Woodward-Granger Junior High School.

The recommendations that follow were made in regard to the student handbook developed in this study: (1) the handbook is to be printed and used in the suggested mimeographed form so that improvements and additions may be readily made, (2) the first edition of the handbook be carefully studied and evaluated, (3) the handbook be revised if necessary, (4) the handbook is to be presented to each stu-

dent on the first scheduled day of classes, and (5) the handbook is to be used to further the orientation program.

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Smith, N. M. R. "A Student Handbook for the Audubon, Iowa Community Junior-Senior High School." Unpublished Master's Thesis, Drake University, Des Moines, Iowa, 1962.

APPENDICES

APPENDIX A

LETTER TO WOODWARD-GRANGER
BOARD OF EDUCATIONGranger, Iowa 50109
May 2, 1968Woodward-Granger Board of Education
and Superintendent E. L. Maas
Woodward, Iowa 50276

To the Board and the Superintendent:

I am presently doing research on a study for my graduate project at Drake University, Des Moines, Iowa. When the information is gathered and compiled, it will be directly related to the junior high school. The end product of the study will be a handbook to be used by the Woodward-Granger Junior High School students.

Two major and obvious benefits of this handbook will result from better orientating the incoming and new students to the junior high school and from the education of every Woodward-Granger Junior High School student as to the regulations and the procedures involved in the school operation.

May I have permission to proceed with this project and ready the end product for publication?

Will the end product of this study be published and instituted in the Woodward-Granger Junior High School?

Approved and endorsed by:

Sincerely,

George Silberhorn

APPENDIX B

LETTER TO COUNSELORS

Dear Counselor,

Will you please forward to me at your earliest convenience a copy of the student handbook used in your junior high school?

I am presently working on a study for my graduate project at Drake University. I will use the information that you forward me as a review to further the completion of my project concerning the organization of the student handbook in the junior high school. It will be published in its final stage and used in the Woodward-Granger Junior High School.

Thank you,

George Silberhorn
Woodward-Granger Jr. Hl.
Granger, Iowa 50109

APPENDIX C
STUDENT HANDBOOKS USED

- Student Handbook, Central Junior High School, Ames, Iowa.
- Student Handbook, Callanan Junior High School, Des Moines, Iowa.
- Student Handbook, Franklin Junior High School, Des Moines, Iowa.
- Student Handbook, Harding Junior High School, Des Moines, Iowa.
- Student Handbook, Hillside Junior High School, Des Moines, Iowa.
- Student Handbook, Neveln Junior High School, Ankeny, Iowa.
- Student Handbook, Perry Junior High School, Perry, Iowa.
- Student Handbook, Stilwell Junior High School, West Des Moines, Iowa.
- Student Handbook, Urbandale Junior High School, Urbandale, Iowa.

APPENDIX D

WOODWARD-GRANGER
JUNIOR HIGH SCHOOL
STUDENT HANDBOOK

FORWARD

This handbook has been prepared for the students of the Woodward-Granger Junior High School. It is not intended that this handbook should answer all questions, but that it should serve all concerned as a guide to becoming better acquainted with the Woodward-Granger Junior High School for coming school years.

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WELCOME

Educational procedure, starting in the elementary grades on through high school, becomes very meaningful in junior high school. Group experiences become an important phase to each individual.

Musical endeavors, athletic events and clubs give meaning to a sense of belonging to a team. Junior high introduces the first true feeling of a group for the purpose of achieving goals.

Educational goals can become very meaningful to the individual, and these pleasures can be shared through organized efforts. May your individual and group experiences be enjoyed by all concerned.

E. L. Maas
Superintendent

Welcome to Woodward-Granger Junior High. I hope your experiences in both academic and extracurricular activities will be rewarding ones. By now you realize the extent to which any experience is enjoyable or rewarding depends largely on you.

Taking advantage of our fine facilities can be of value to you in future years. I hope you all will avail yourselves of every facility and service we can provide.

Work hard and have fun.

Elwin Emery
Principi

BOARD OF EDUCATION

Russell Boyles, President
 Delores Olson, Secretary-Treasurer
 Gerald Bice
 Ray Finestead
 Dean LeMaster
 Merridee Snively

ADMINISTRATION

Everett Maas, Superintendent
 Elwin Emery, Principal

FACULTY

Mike Burke	Social Science, Physical Education
Joan Clary	Home Economics, Home Start
Harold Dean	Band, Instrumental Music
Elwin Emery	Art
Helen Jordan	Social Science, Reading, Library
Lelah Krumm	Remedial Reading
Larry Locke	English, Junior High News
Dan Manning	Industrial Arts, Physical Education, Reading
Jan Mills	Vocal Music, Chorus
Jay Mills	Math, All Boys' Athletics
Gerald Nathlich	Girls' Basketball Coach
Antonio Prieto	Spanish
Karen Ryan	Science



SCHOOL CALENDAR

1968-1969

Aug. 19 20 21 22 23
26 27 28 29 30

Sept. 2 3 4 5 6
9 10 11 12 13
16 17 18 19 20
23 24 25 26 27
30

Oct. 1 2 3 4
7 8 9 10 11
14 15 16 17 18
21 22 23 24 25
28 29 30 31

Nov. 1
4 5 6 7 8
11 12 13 14 15
18 19 20 21 22
25 26 27 28 29

Dec. 2 3 4 5 6
9 10 11 12 13
16 17 18 19 20
23 24 25 26 27
30 31

Jan. 1 2 3
6 7 8 9 10
13 14 15 16 17
20 21 22 23 24
27 28 29 30 31

Feb. 3 4 5 6 7
10 11 12 13 14
17 18 19 20 21
24 25 26 27 28

March 3 4 5 6 7
10 11 12 13 14
17 18 19 20 21
24 25 26 27 28

April 1 2 3 4
7 8 9 10 11
14 15 16 17 18
21 22 23 24 25
28 29 30

May 1 2
5 6 7 8 9
12 13 14 15 16
19 20 21 22 23
26 27 28 29 30

Aug. 21 Pupils Register
22-23 Faculty Workshop
26-27 Curriculum Study

Dec. 23-31 Christmas Vac.
Jan. 1 New Years Day
2 Classes Resume
17 End of Semester
March 14 End 3rd. Qtr.
April 3-4 Easter Vac.
May 29 Last Day of School

28 Classes Begin
Sept. 2 Labor Day
No School
Oct. 18 ISEA Convention
No School
Nov. 1 End 1st. Qtr.
6 Parent-Teacher
Jr. High Conferences,
No classes
28-29 Thanksgiving Vac.

Never before have we had so little
time in which to do so much.

Franklin D. Roosevelt

WOODWARD-GRANGER JUNIOR HIGH SCHOOL
CURRICULUM OFFERINGS (Grades 7-8)

COMMUNICATION SKILLS

Language Arts	7
Language Arts	8
Reading	7
Reading	8
Remedial Reading	

FOREIGN LANGUAGE

Spanish	8
---------	---

SOCIAL STUDIES

Social Science	7
Social Science	8

INDUSTRIAL ARTS

Industrial Arts	8
-----------------	---

ART

Art	7
Art	8

MUSIC

Band	
Chorus	

SCIENCE

Science	7
Science	8

MATHEMATICS

Mathematics	7
Mathematics	8

HOME MAKING

Home Making	7
Home Making	8

PHYSICAL EDUCATION

Physical Education	7
Physical Education	8



Put your shoulder to the wheel.
Aesop

DAILY SCHEDULE

8:15 a.m.	Teachers are on duty and are available by appointment. Teachers are also available during specific times during the regular school day.
8:35 a.m.	The building doors are opened to students. A sign posted on the proper entrance door will denote whether or not students will enter the building (during inclement weather) or remain outside (during good weather) before class.
8:45 a.m.	Tardy bell rings
8:45 a.m.-9:35 a.m.	Period 1
9:35 a.m.-10:23 a.m.	Period 2
10:23 a.m.-11:10 a.m.	Period 3
11:10 a.m.-12:00	Period 4
12:00 - 12:30 p.m.	LUNCH
12:30 p.m.-1:15 p.m.	Period 5
1:15 p.m.-2:05 p.m.	Period 6
2:25 p.m.-2:55 p.m.	Period 7
2:55 p.m.-3:40 p.m.	EXTRA-CURRICULAR ACTIVITY DISMISSAL BELL

FIRE DRILL

Several fire drills are held each year during school hours. Students are to follow the fire drill directions listed near the door in each room. Remember to keep in single file lines and do not run.

Students will receive instructions in each homeroom early in the fall semester as to the proper exit and procedure to be followed. The first student to arrive at a door should hold the door open for the others.

Per. 1 8:45 to 9:35	Per. 2 9:35 to 10:23	Per. 3 10:23 to 11:10	Per. 4 11:10 to 12:00	LUNCH 12:00 to 12:30	Per. 5 12:30 to 1:15	Per. 6 1:15 to 2:05	Per. 7 2:05 to 2:55	Per. 8 2:55 to 3:40	
7A <u>Prep.</u>	7B <u>8B</u>	8A <u>7A</u>	7C <u>7C</u>		8B <u>7B</u>	S.H. <u>S.H.</u>	Prep. <u>8A</u>	Sports	Mr. Mills
8A <u>8A</u>	8B <u>Prep.</u>	S.H. <u>7C</u>	7B <u>7B</u>		7C <u>S.H.</u>	7A <u>7A</u>	Prep. <u>8B</u>	S.H. <u>S.H.</u>	Mr. Locke
8B B.Shop <u>8B Rd.</u>	8A B.Shop <u>8A Rd.</u>					8 P.E.	7P.E.	S.H. <u>S.H.</u>	Mr. Manning
7C Rd. <u>7B Rd.</u>	7A Rd. <u>Prep.</u>	Lib. <u>Lib.SH</u>	8B <u>8B S.S.</u>		8A S.S. <u>8A S.S.</u>	Prep. <u>7C Rd.</u>	Lib.	Lib.	Mrs. Jorda
7B <u>7C</u>	7C <u>7A</u>	8B <u>7B</u>	8A <u>8A</u>		7A <u>8B</u>		S.H. <u>S.H.</u>	Cheer- leaders Sports	Mrs. Ryan
8B G. <u>7A G.</u>	8A G. <u>7B, C G.</u>	7A-B. 7B-CB 8A B. 8B B.							Mrs. Clary
			7A S.S. <u>7A S.S.</u>		7B S.S. <u>7C S.S.</u>	7C S.S. <u>7B S.S.</u>			Mr. Burke
7A B. S.H.	7B, C, S.H.	7A G. 7B, C G. 8A G. 8B G.					8A B. 8B B.		Mr. Emery
						To be Ann.	To be Ann.	To be Ann.	Mrs. Mills (Music)
								M-W. Every other Fri.	Mr. Dean (Band)
						8B $\frac{1}{2}$ Per. op. Music			Mr. Priet

ATTENDANCE

Regular attendance at school is probably the best indicator available of a student's desire to obtain an education. It is carefully checked by teachers, by counselors, and in the future by colleges and employers. It is a mark of maturity if a student is in school regularly and on time. The attendance record becomes a permanent part of the school record and therefore it needs to be as good as possible.

When returning to school after an absence, the student will bring a written excuse from his parents explaining the reason for his absence. A white admit slip will be given the student by the principal or secretary with the dates of the absence indicated on the admit. This slip will be shown to each of the teachers from whose classes the student was absent. The teacher will indicate whatever make-up work is necessary and will sign the admit slip when the student enters the class.

Every admit slip must be returned to the office after all teachers have signed the admit. For every admit not returned to the office a 2% deduction will be made in all grades of classes missed at the end of that quarter of school.

If a student knows in advance that he is to be absent due to a family trip, doctor appointments, etc., he should bring a note from home explaining the reason, and an admit will be issued to the student so that all work can be completed in advance absence.

Since the school is responsible for the students, you are not to leave the building or grounds during school hours without permission from the office. School hours begin in the morning when you get on a bus. If you are ill and must go home, arrangements will be made with your parents.

One day's absence is allowed on perfect attendance.

There are three kinds of absences. They are excused, unexcused, and truancy.

Excused absences are illness of the student, illness in the family, extremely bad weather, bad roads, religious occasions, quarantine, necessary medical and dental appointments, and representing the school in special activities.

If a student knows in advance he will be absent, a note from the parents should be brought several days in advance, and all work should be made up prior to the absence.

An unexcused absence is a rather general area. It is used when a student is absent for reasons as shopping trips or working for hire are examples of unexcused absences. Generally they can be avoided if the student or parent contacts the school in advance of the absence.

Truancy is "skipping school". It is an absence from school which is taken without first obtaining consent from parents and school. Truancy is a very serious offence and is handled as such. No student should ever consider it necessary. Frequent truancy may lead to dropping out of school or in suspension from school.

MAKE-UP WORK

Students are expected to make up all work missed during an absence from school and should report to each teacher for assignments on the day they return to school. Students should complete work as soon as possible so that teachers may give proper credit. If the absence is an unexcused absence, all work must be made up but no credit will be given. If it is known in advance that a student will be absent from school for a definite and approved reason, the teacher may give advance assignments so that work may be completed before the absence. Loss of credit will result if make-up work is not handed in promptly.

LOST AND FOUND

The office maintains a lost and found department. Students are welcome to check for lost items.

Students should not carry large amounts of money or other valuables to school. Do not leave valuables laying unattended; the school will not assume responsibility for lost or stolen items.

SCHOOL SUPPLIES

All students should assume the responsibility of maintaining adequate school supplies. Students cannot do their best work without necessary tools and should not depend upon friends and teachers to keep an extra supply.

STUDENT FEES

During every school year it becomes necessary to assess students fees to finance an activity or a service that is not included within the school budget. Following is a list of fees.

Book Rent

Book rent for all Woodward-Granger Junior High School students is \$5.00. This is to be paid as soon as possible after school begins in the autumn. Students should remember to protect books against damage and abnormal wear and tear.

Lunch Fees

Students who take part in the hot lunch program should purchase lunch tickets in the morning before classes begin. The price for a ten meal ticket is \$3.50. The price for an individual meal ticket is \$.40.

The drinking of milk by junior high school students is restricted to the lunch period. Each student is entitled to one carton of milk with each meal. Additional milk is available to students at a cost of \$.02 per carton. This payment is made on an honor basis.

Physical Education Fees

All students who take part in the physical education program are required by the school to purchase a physical education uniform from the school.

The cost for a boy's physical education uniform is \$2.35.

The cost for a girl's physical education uniform is \$4.20.

Students are to furnish their own towels and should assume the responsibility of keeping the uniform well-laundered.

Insurance

The insurance for the student body is supplied by Mutual of Omaha. This insurance plan calls for a fee of \$3.50. Boys participating in football will need an additional \$2.00 insurance. Participants in all other athletics and activities will be covered under the plan costing \$3.50.

USE OF SCHOOL TELEPHONES

The telephones in the school offices are business telephones. Student use of any telephone in the school should be restricted to only necessary calls. Calls should be short and kept to a minimum. Students should ask permission from a school official before making a call.

CANDY AND GUM

Students should bring no candy or gum to school. Eating candy and chewing gum is prohibited in the school building.

CODE OF DRESS

Strive for a school tradition. All students should be expected to dress - and act - like young ladies and young gentlemen.

Generally speaking, if students are well-groomed and wearing clothing that is neat and clean, no controversy will arise. Please dress in good taste.

- (1) Shirts or blouses with tails must be tucked in.
- (2) Shoes fitted with heel or toe plates will not be allowed in the building.
- (3) Boys must wear belts if wearing the type of trousers designed for belts.
- (4) Girls will not wear curlers or hair done up in pin curls.
- (5) Girls will not be permitted to wear slacks to classes. If they wish to wear them to and from school on cold days, they may change them or remove them from under skirts or dresses upon arrival at school.
- (6) No pant dresses or culottes.
- (7) Keep your hair at a proper length, well-groomed and clean.
- (8) Keep your hands, fingernails, face and clean.

Your school is a place of business and it is expected that students' manners, dress, and grooming be appropriate for these circumstances at all times. Proper dress and grooming habits are a part of your education.



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HAIRCUT?

CODE OF CONDUCT AND SPORTSMANSHIP

The student who realizes that all his actions are indicative of his training he received from home and school has no problem with conduct. This student knows very well that all he does is noted, and he knows too that a poor showing of conduct on his part is generally an indicator of immaturity. It is normal for a student to desire recognition as an individual, but it is the mature student who knows the right and wrong way of gaining his recognition. The mature student will gain what he wants by achievement and friendly participation in school activities.

Strive to be courteous and cooperative,
patient and polite,
honest and cordial,
attentive and orderly,
respectful and considerate,
friendly and fair.

Much has been said about good manners, fair play, courtesy, decency, and honesty. Yet these mean little unless they are practiced. No student can be a good citizen and contribute to his school in a worthwhile manner unless he practices good sportsmanship at all times. At athletic events and other school contests, contestants and spectators should treat officials, opponents, and guests with the same respect with which they like to be treated. Derogatory and insulting remarks are not representative of good sportsmanship.

It matters not what you are
thought to be, but what you
are.

Publius Syrus



HE'S OUT!

JUNIOR HIGH DISCIPLINE

The junior high will keep students after school this year as a disciplinary measure. The faculty feels this is a necessary step. Some guidelines have been set up because we realize parents will be involved in this.

- (1) There will be constant supervision of the student kept after school.
- (2) Parents will be notified by a faculty member the day before the student is to be detained.
- (3) The student will be expected to complete regular class assignments (not copying from dictionaries or writing sentences) or extra duty about the building.
- (4) Detention, from 3:40 to 4:15, will vary from one to five afternoons depending on the type of infraction.
- (5) Parents of Granger students will be expected to pick up the student at the Granger building. Woodward students will be returned to the Woodward school building and the parents will have to make arrangements to pick them up there.

BUS TRANSPORTATION

On the regular morning and afternoon bus trips to and from school, the bus driver is the supervisor. Good school conduct is required of all students. Any violation or cases of misbehavior will be reported to the principal and will be dealt with the same as any other school violation. Repeated misbehavior may result in prohibiting the student from riding the bus.

BICYCLES

Bicycles are to be parked in the bicycle racks placed near the southwest corner of the junior high school. Bikes must be in the racks. They are not to be ridden after you arrive at school or until you are ready to go home.

LIBRARY RULES AND REGULATIONS

- (1) There will be two library passes in each room. A student who has a pass must not spend more than 3 minutes in the library unless he has special permission from a teacher or librarian.
- (2) Fines will be charged at \$.02 per day including week ends. All fines must be paid before a grade card is issued.
- (3) If a student wishes a book renewed, he must have the book to be stamped.
- (4) Students are not to go back of the counter without permission.
- (5) Students are not to help themselves at the check-out box except with permission.
- (6) Students are not to ask to do art work or study together in the library. The library is to be kept quiet.
- (7) If a student loses a book, he is to inform the librarian immediately so the fine will not continue.
- (8) Students must pay for books that are lost before receiving grades.
- (9) If using recording machines, students must put earphones back and replace the cover on the machine.
- (10) Always push chairs under the table after using.

STUDY HALL

When the student is scheduled to have a study hall, he should use it to good advantage and observe the rules acceptable for good classroom behavior. Consideration for others in the group will prevent distraction which interferes with concentration and effective use of the valuable study time. Rules to observe include the following:

- (1) Students are to be in their seats when the tardy bell rings.
- (2) Students should have enough work to occupy the period.
- (3) If it is necessary to speak to another pupil, the student should secure permission from the teacher in charge.
- (4) If a student requests permission to see another teacher, a pass from that teacher will be required.
- (5) No groups should work together in study hall.
- (6) Students leaving the study hall must always have permission from the teacher in charge.

GROUPING

Students are grouped according to past achievement and their potential for mastery of new subject material.

These groups have been set up for the sole purpose of helping all students succeed to the best of their ability.

At the discretion of the faculty, a student may be changed from one group to another any time during the year.

REPORT CARDS -- REPORTING SYSTEM

Report cards are given out at the end of each nine-week period. Report cards are to be retained by the parents and need not be returned.

Issue of report cards may be delayed if the student has a delinquent fee or detention. Students are asked to take prompt action to correct this matter.

- A-Superior
- B-Average (above)
- C-Average
- D-Below Average
- F-Failure

DOWN SLIPS

Toward the middle of each nine week period, grade reports (down slips) will be sent to parents or guardians of students who are doing work below standards required. These reports are designed to inform the parents or guardians of the situation and to encourage students to work harder.

PARENT-TEACHER CONFERENCES

Parents confer with teachers at scheduled meetings at the end of the first quarter. The purpose of the conferences is to report student progress to parents and provide a means of communication between home and school so that the best job possible can be done in meeting the students' educational needs.

Parents are encouraged to visit with teachers at arranged appointments at any time during the school year.

SOME HELPFUL GUIDELINES TO EFFECTIVE STUDY

1. Listen carefully in class.
2. Ask necessary questions.
3. Record assignments.
4. Maintain a definite time and place for study.
5. Budget your time.
6. Work promptly and accurately.
7. Be neat and legible.
8. Use dictionaries and supplemental materials.
9. Study independently.
10. Hand in work on time.

TESTING

A scholastic aptitude test will be administered to all seventh grade students during the fall semester.

Achievement tests, Iowa Test of Basic Skills will be administered to all junior high school students in January.

Aptitude tests may be administered to eighth grade students late in the spring.

Specific test dates will be announced.

HIGH SCHOOL PLANS

Representatives from the high school will come to the junior high during the spring to discuss plans about high school with eighth graders. These representatives will help register students for classes and will try to answer any questions. Have questions ready in advance.

LUNCH ROOM

All junior high school lunches will be served in the lunch room located on the ground floor in the junior high school building.

Only those students who bring written statement from their parents stating that dinner will be eaten at home will be allowed to leave the school grounds at noon. No student is to leave the junior high without written permission. All students who bring sack lunches are to eat in the lunchroom.

Students may leave the cafeteria as soon as they have finished eating. Each student will be responsible for disposing of his own tray, silverware, milk carton, napkin, and other items. A clean and orderly cafeteria reflects good manners.

During the remainder of their lunch period, students are to confine their activities to the gym or the play ground outside the building. Loitering in other areas of the building will be restricted.

HALLWAY TRAFFIC

School begins at 8:40 A.M. and dismisses at 3:40 P.M. No traffic is permitted in the hall before 8:30 A.M.; if you arrive earlier you must remain in the entrance or at designated points unless you have a definite appointment with a teacher.

Students have three minutes between classes for passing from one room to another and may talk or go to the restroom when going from one class to another, but students should not gather in groups in the middle of the hallway or use the restrooms for a gathering place.

Always keep to the right. Proper conduct is expected at all times.

ACCIDENT OR ILLNESS

A pupil who becomes ill or has an accident during school hours is to report to the office immediately. The secretary will then assist him and if necessary call his parents. DO NOT GO HOME OR TO THE DOCTOR UNTIL YOU HAVE CHECKED IN AT THE OFFICE.

EXTRACURRICULAR ACTIVITIES

It is quite possible that some students will be engaging in several extra activities. While each individual should judge for himself as to the amount of extra, out of the classroom activities he can handle, all students are encouraged to participate in some activity. Should a situation arise when there is a conflict of activities, it is the obligation of the student to inform the teachers and coaches in charge. Between these teachers and the student, a decision can be made as to where the student will participate. The student's preference will be considered but the decision will be based on what is best for the student and the over-all school program. It should also be remembered that the student's formal curriculum during the regular school day must not suffer as a result of extracurricular activities.

Students may drop from an activity only after notifying the faculty member in charge of the activity.

Cheerleading

Cheerleaders are chosen by the student body early in the fall. Two cheerleaders will be chosen from the seventh grade and three from the eighth.

Practice is the best of all instructors.
Publius Syrus

Athletics

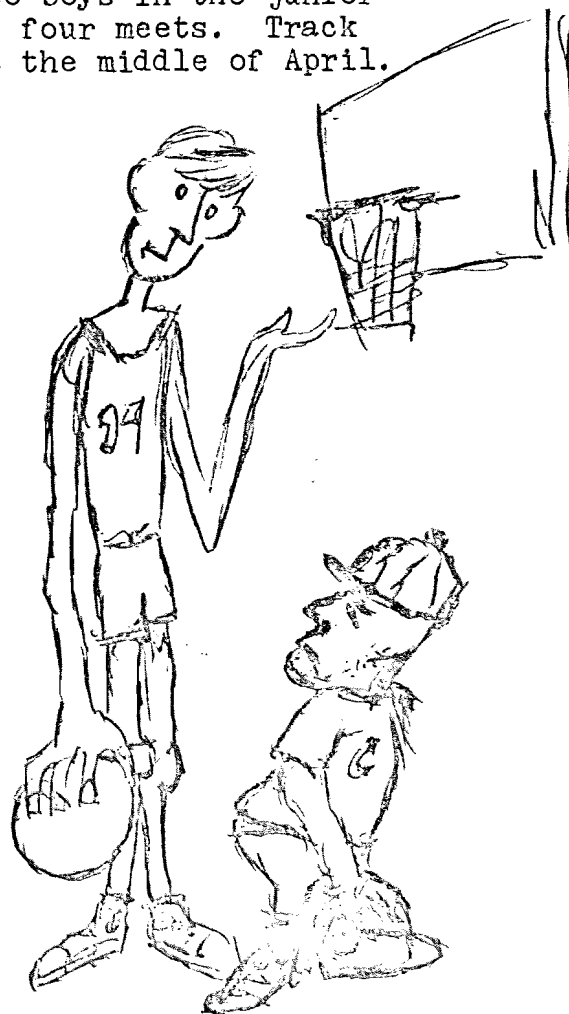
The junior high school student will find ample opportunity for athletic competition. Athletic contests are generally kept within the Racoon River Conference. Occasionally a contest is held with a team from outside the conference. All contests are held on Saturday mornings or in the afternoon after school hours. Athletes are selected by the coaches on the basis of talent and desire.

Football is available to all junior high school boys. Four games are played. Football season begins immediately after school begins in the autumn.

Basketball is open to both boys and girls. There will be four basketball teams in the junior high school, seventh and eighth grade girls and seventh and eighth grade boys. Each of the four teams will play eight games. Basketball season will begin shortly after football season comes to a close.

Track is open only to boys in the junior high school. There will be four meets. Track season usually begins about the middle of April.

BASKETBALL ?



Vocal Music

There will be various areas open to junior high school students in vocal music. Girls' Glee Club is open to any junior high school girls. Mixed Chorus is open to all junior high school students as are various small groups. Vocal music members will present at least three programs during the school year, a winter program, a spring program, and an operetta. Try outs for each group will be held on dates designated by the instructor, and members will be chosen on the basis of merit, talent, and desire. Selections will be made by the instructor.

Instrumental Music

The junior high school student who plays a musical instrument may want to be in band. Stage band is open to any interested band member in seventh and eighth grade. Instrumental music lessons will be announced.

Student Council and Class Officers

Student Council representatives are chosen from each section of both grades in the junior high school as are class officers. An election is conducted by the student body early in the autumn to select members of classes to represent the student body.

The purpose of the Student Council is to provide the student body with a means of expressing views and attitudes to faculty and administration. The Council also helps to plan and organize various student programs and class social functions.



Music hath charms
to soothe the
savage breast.
Congreve

SCHOOL SONG

Woodward-Granger, Woodward-Granger,
Fighting for her fame,

Take the ball right down the field (court)
A touchdown (basket) every time.

Rah! Rah! Rah!

Woodward-Granger, Woodward-Granger,
Fighting for her fame,

Fight boys (girls), let's fight, fight, fight
To win this game.

Yeah! Go! Fight!

Rah! Rah! Rah! Rah! Rah!
Rah! Rah! Rah! Rah! Rah!
Rah! Rah! Rah! Rah! Rah!

TEAM(s)! TEAM(s)! TEAM(s)!

SCHOOL COLORS

Green and Gold

SCHOOL NAME

Junior Hawks

Junior Hawkettes

AN OPEN LETTER TO STUDENTS

Even though my typewriter is an old model, it works quite well except for one of the keys. I wished many times that it worked perfectly. It is true that there are forty-six keys that function well enough, but just one key not working makes the difference.

Sometimes it seems to me that a school is somewhat like my typewriter -- not all the students are working properly.

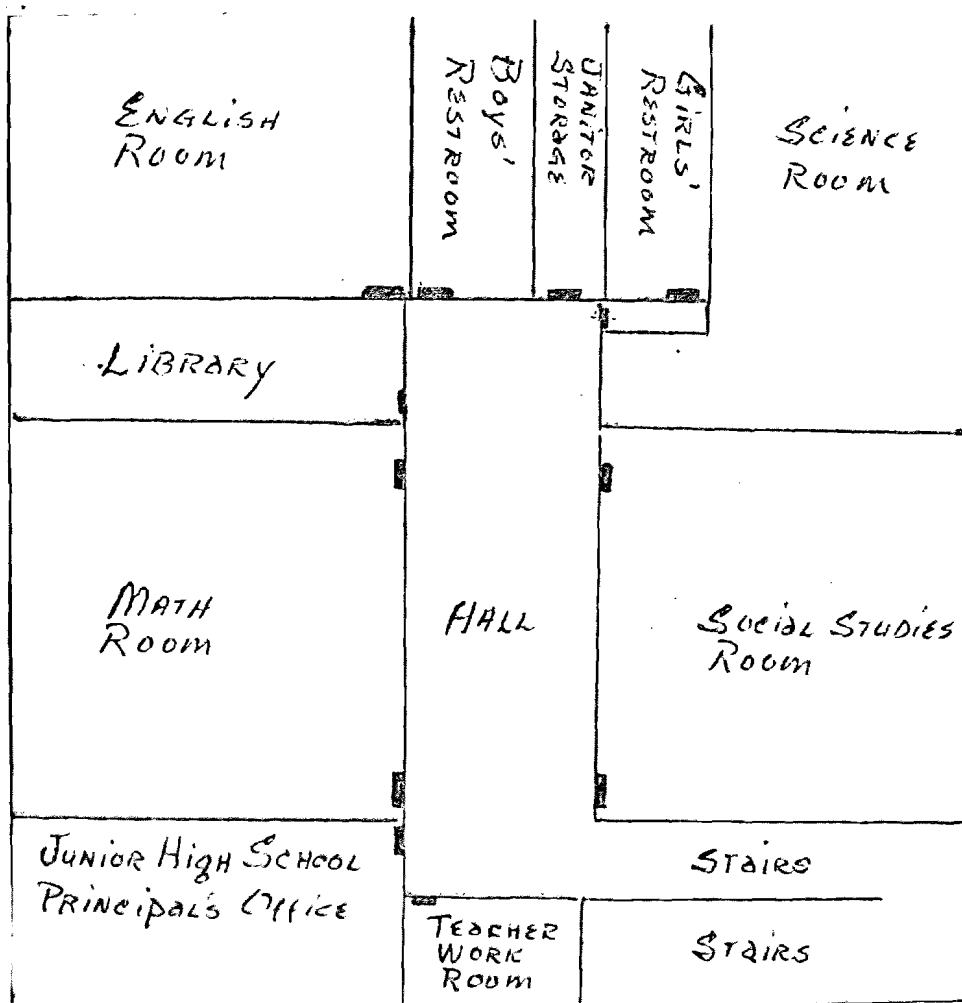
You may say to yourself, "Well, I am only one person, I won't make or break a school." But it does make a difference because a school, to be effective, needs the active participation of every student.

So the next time you think you are only one person and that your efforts are not needed, remember my typewriter and say to yourself, "I am a key person in our school and I am needed very much."

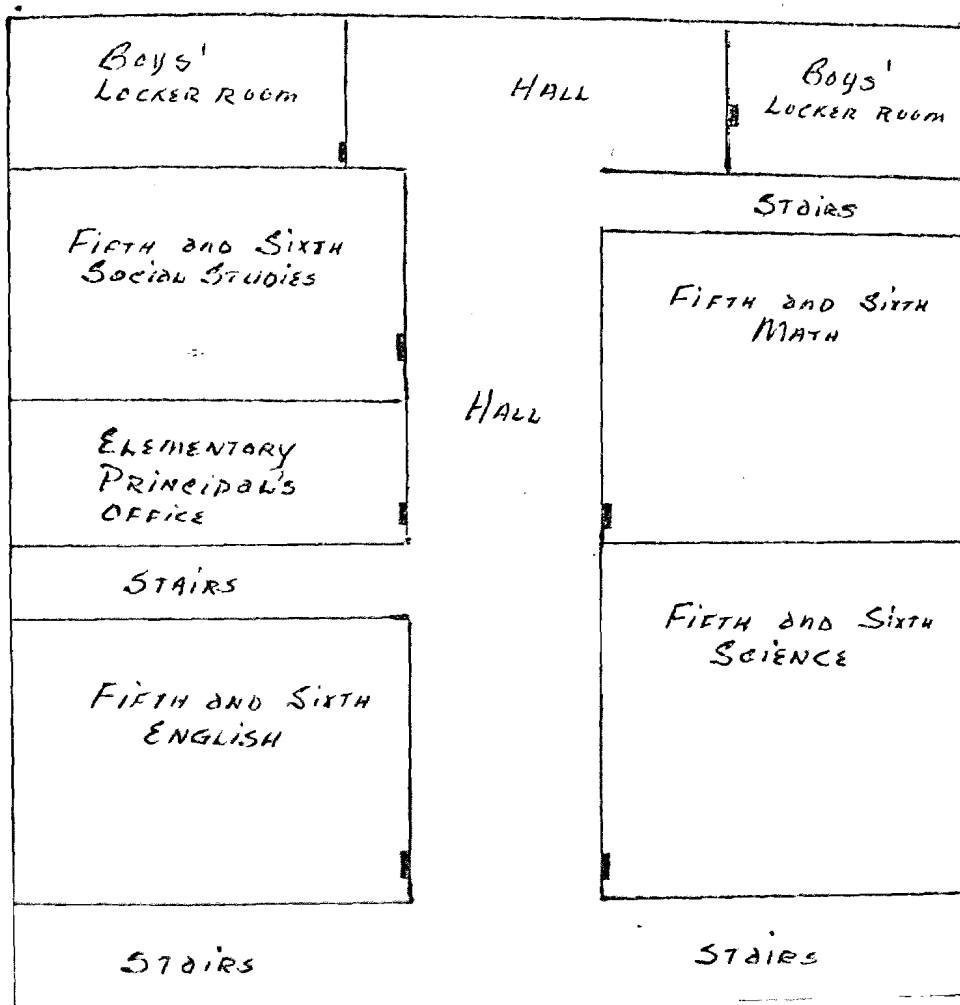
Borrowed from the Ankeny Community Junior and Senior High School Handbook.

Art on preceding pages by Denny Adams

SECOND FLOOR

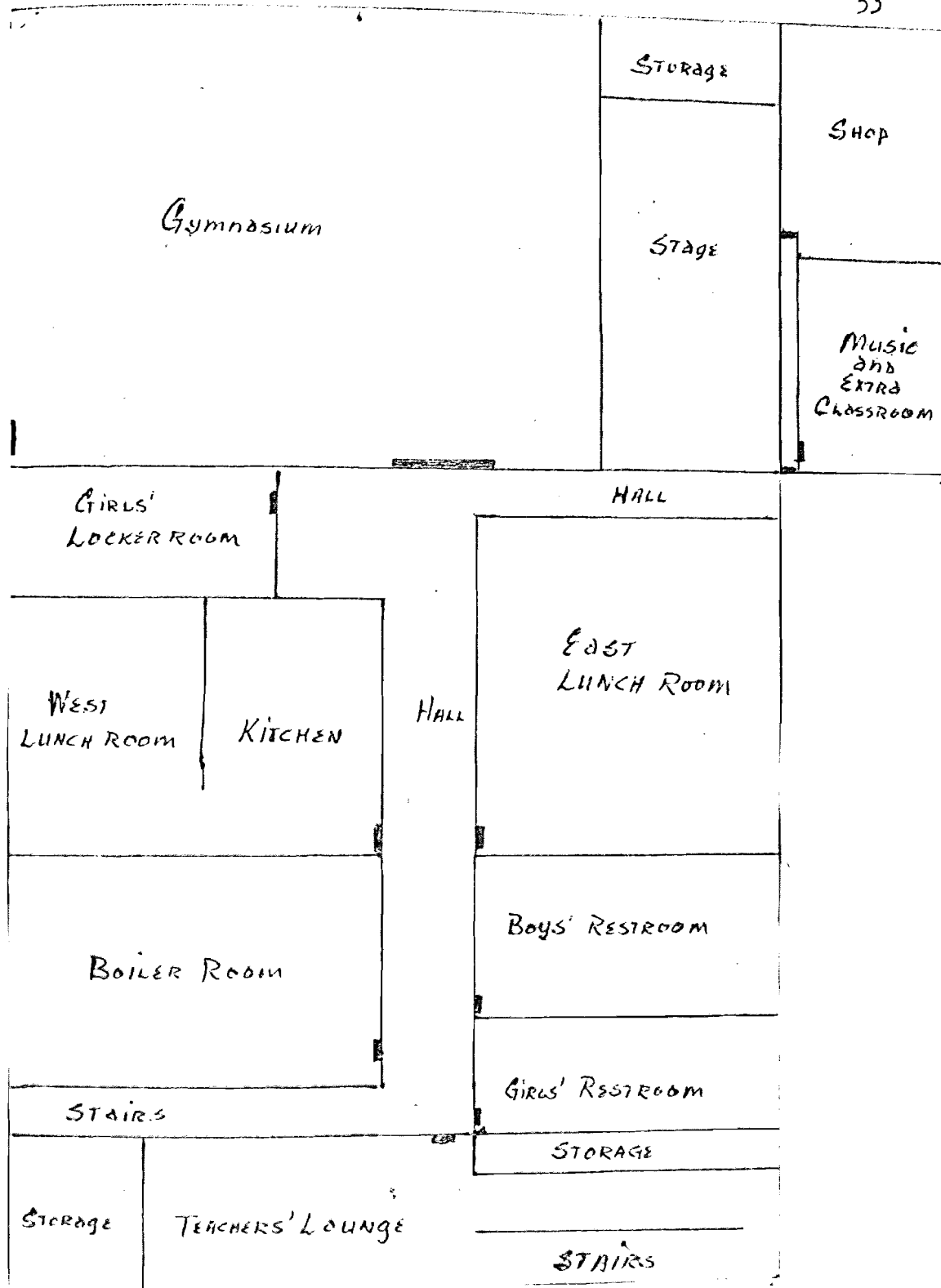


FIRST FLOOR



GROUND FLOOR

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NOTES AND AUTOGRAPHS

My Name is _____